



大学英语六级考试模拟试题集

COLLEGE ENGLISH MODEL TESTS FOR BAND 6

彭金定 主编 陆魁秋 副主编

中南工业大学出版社

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言

和大学英语四级考试 (CET-4) 同时举行的大学英语六级考试 (CET-6) 是国家教委组织在全国范围内进行的标准化测试, 旨在考核已修完大学英语六级的学生是否达到教学大纲所确定的各项目标。

本书根据《大学英语教学大纲》和《大学英语六级考试大纲》的规定和要求, 分析了近几年大学英语六级考试的进行情况和发展趋势, 尽量模拟CET-6标准试卷的难度和题型, 为考生提供实用、有效的模拟试卷, 以便考生参加全国CET-6时能最大限度地发挥自己的英语水平, 顺利通过CET-6考试。

全书由十套CET-6模拟试卷组成, 可供修完大学英语六级的学生进行预测时使用, 也可在参加CET-6前作为“强化训练”的材料, 亦可作为CET-6考生的自测练习题。为了方便读者, 听力部分配有美籍教师录音的盒式录音磁带三盒, 书末附有全部参考答案, 包括作文部分的范文。本书主要编者为: 听力, 陈意含; 阅读, 陆魁秋; 词汇与结构, 刘恭斐; 改错, 曹红辉; 写作, 彭金定。

在本书的编写过程中, 得到了多方人士的大力支持。长沙铁道学院李石基副教授、中南工业大学邓超伟老师为本书阅读部分提供了部分材料。王金岳老师为本书的出版作了大量工作, 在此一并表示感谢。

由于编者学识浅陋, 书中错误在所难免, 敬请广大读者不吝赐教。

编者

1991年10月

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TEST PAPER ONE

Part I Listening Comprehension (20 minutes)

Section A

Directions: In this section you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Each conversation and question will be spoken only once. After each question there will be a pause. During the pause, you must read the four suggested answers marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Example: You will hear:

You will read: A) 2 hours. B) 3 hours. C) 4 hours. D) 5 hours.

From the conversation we know that the two are talking about some work they will start at 9 o'clock in the morning and have to finish at 2 in the afternoon. Therefore, D) "5 hours" is the correct answer. You should choose answer (D) on the Answer Sheet and mark it with a single line through the centre.

Sample Answer (A) (B) (C) (D)

- | | | | |
|---|--|--|--------------|
| 1. A) Mrs. Pond | B) Miss Pond | C) Mrs. Bond | D) Miss Bond |
| 2. A) 3 blocks ahead | | B) on the 5th Street | |
| | C) on the 3rd Avenue | D) on Sunset Boulevard | |
| 3. A) to save \$150 | | B) to spend \$200 | |
| | C) to buy a new car | D) to repair the old car | |
| 4. A) No news is good news. | B) The woman works in the post office. | | |
| | C) His family forgot him. | D) He expects to hear from his family. | |
| 5. A) at the airport | | B) at the hotel | |
| | C) at the restaurant | D) at the office | |
| 6. A) She can only use it in the library. | | | |
| | B) She is welcome to use it. | C) She gets one for herself. | |
| | D) She can check one out. | | |
| 7. A) one | B) two | C) four | D) none |
| 8. A) under the tree | | B) near the water | |
| | C) on the sand | D) in the sun | |
| 9. A) at the hotel | | B) at the bank | |
| | C) at the department store | D) at the school dormitory | |

10. A) ice cream and chocolate cake B) chocolate cake
C) chocolate ice cream D) coffee

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear one question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet with a single line through the centre.

Questions 11 to 14 are based on the passage you've just heard:

11. A) to introduce the concept of inflation
B) to discuss the causes of inflation
C) to review yesterday's lecture on inflation
D) to argue in favor of inflation
12. A) rising prices B) fixed income
C) real income D) cost of living
13. A) persons who have salaries agreed to long-term contracts
B) persons who own businesses C) persons with fixed incomes
D) persons with slow-rising incomes
14. A) Inflation is controlled. B) Real income decreases.
C) Purchasing power stays the same. D) Dollar income increases.

Questions 15 to 17 are based on the passage you've just heard:

15. A) Thursday B) Friday C) Saturday D) Sunday
16. A) 10 percent B) 20 percent C) 30 percent D) 40 percent
17. A) a traffic jam B) low temperatures
C) showers D) hail storms

Questions 18 to 20 are based on the passage you've just heard:

18. A) Prices rise if supplies are abundant.
B) Prices fall if supplies are limited.
C) Prices rise if supplies are limited.
D) Prices stay even when supplies are abundant.
19. A) in order to lower the prices on their product
B) in order to create a shortage to sustain high prices
C) in order to get rid of an inferior product
D) in order to create a glut in the market
20. A) more than last year's supply B) equal to last year's supply
C) less than last year's supply D) none of the above

Part II Reading Comprehension (35 minutes)

Directions: There are 4 reading passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choices and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Questions 21 to 24 are based on the following passage:

As one works with color in a practical or experimental way, one is impressed by two apparently unrelated facts. Color as seen is a mobile changeable thing depending to a large extent on the relationship of the color to other colors seen simultaneously. It is not fixed in its relation to the direct stimulus which creates it. On the other hand, the properties of surfaces that give rise to color do not seem to change greatly under a wide variety of illumination colors usually (but not always) looking much the same in artificial light as in daylight. Both of these effects seem to be due in large part to the mechanism of color adaptation mentioned earlier.

When the eye is fixed on a colored area, there is an immediate readjustment of the sensitivity of the eye to color in and around the area viewed. This readjustment does not immediately affect the color seen but usually does affect the next area to which the gaze is shifted. The longer the time of viewing, the higher the intensity, and the larger the area, the greater the effect will be in terms of its persistence in the succeeding viewing situation. As indicated by the work of Wright and Schouten, it appears that, at least for a first approximation, full adaptation takes place over a very brief time if the adapting source is moderately bright and the eye has been in relative darkness just previously. As the stimulus is allowed to act, however, the effect becomes more persistent in the sense that it takes the eye longer to regain its sensitivity to lower intensities. The net result is that, if the eye is so exposed and then the gaze is transferred to an area of *lower* intensity, the loss of sensitivity produced by the first area will still be present and appear as an "afterimage (余象, 余感)" superimposed (把...放在另一物的上面) on the second. The effect not only is present over the actual area causing the "local adaptation" but also spreads with decreasing strength to adjoining areas of the eye to produce "lateral adaptation." Also, because of the persistence of the effect if the eye is shifted around from one object to another, all of which are at similar brightnesses or have similar colors, the adaptation will tend to become uniform over the whole eye.

21. This selection is concerned primarily with

- A) the eye's adaptation to color. B) the properties of colored surfaces.
 - C) the color of objects in daylight.
 - D) the effect of changes in color intensity.
22. Whether a colored object would, on two viewings separated in time, appear to the viewer as similar or different in color would depend mostly on
- A) the color mechanism of the eye in use at the time of each viewing.
 - B) what kind of viewing had immediately preceded each of the viewings.
 - C) the properties of the surface being viewed.
 - D) the individual's power of lateral adaptation.
23. If a person's eye has been looking at an object in bright sunlight for some time, and then shifts to an object not well lit—such as a lawn or shrub in shadow—we can expect
- A) a time lag in the focusing ability of the eye.
 - B) some inability to see colors of the latter-named objects until loss of sensitivity has been regained.
 - C) the immediate loss of the "afterimage" of the first object.
 - D) adaptation in the central area of the eye but little adaptation in the lateral areas to the new intensity level.
24. The present selection has apparently been preceded by some explanation of
- A) some experiments with color pigments. B) the nature of color.
 - C) the color properties of various surfaces.
 - D) the mechanism of the eye's adaptation to color.

Questions 25 to 29 are based on the following passage:

Reading to oneself is a modern activity which was almost unknown to the scholars of the classical and medieval worlds, while during the fifteenth century the term "reading" undoubtedly meant reading aloud. Only during the nineteenth century did silent reading become commonplace.

One should be wary (谨慎的), however, of assuming that silent reading came about simply because reading aloud is a distraction to others. Examination of factors related to the historical development of silent reading reveals that it became the usual mode of reading for most adult reading tasks mainly because the tasks themselves changed in character.

The last century saw a steady gradual increase in literacy and thus in the number of readers. As readers increased, so the number of potential listeners declined, and thus there was some reduction in the need to read aloud. As reading for the benefit of listeners grew less common, so came the flourishing of reading as a private activity in such public places as libraries, railway carriages and offices, where reading aloud would cause distraction to other readers.

Towards the end of the century there was still considerable argument over

whether books should be used for information or treated respectfully, and over whether the reading of material such as newspapers was in some way mentally weakening. Indeed this argument remains with us still in education. However, whatever its virtues, the old shared literacy culture had gone and was replaced by the printed mass media on the one hand and by books and periodicals for a specialised readership on the other.

By the end of the century students were being recommended to adopt attitudes to books and to use skills in reading them which were inappropriate, if not impossible, for the oral reader. The social, cultural, and technological changes in the century had greatly altered what the term "reading" implied.

25. Why was reading aloud common before the nineteenth century?
- A) Silent reading had not been discovered.
 - B) There were few places available for private reading.
 - C) Few people could read for themselves.
 - D) People relied on reading for entertainment.
26. The development of silent reading during the nineteenth century indicated
- A) a change in the status of literate people.
 - B) a change in the nature of reading.
 - C) an increase in the number of books.
 - D) an increase in the average age of readers.
27. Educationalists are still arguing about
- A) the importance of silent reading.
 - B) the amount of information yielded by books and newspapers.
 - C) the effects of reading on health.
 - D) the value of different types of reading material.
28. The emergence of the mass media and of specialised periodicals showed that
- A) standards of literacy had declined.
 - B) readers' interests had diversified.
 - C) printing techniques had improved.
 - D) educationalists' attitudes had changed.
29. What is the writer of this passage attempting to do?
- A) Explain how present-day reading habits developed.
 - B) Change people's attitudes to reading.
 - C) Show how reading methods have improved.
 - D) Encourage the growth of reading.

Questions 30 to 34 are based on the following passage:

The beginnings of marine biology can be traced back to the renowned Greek philosopher Aristotle of the 3rd century B.C. In certain respects, he was a greater marine biologist than any who followed him, for he made many notable

observations with no books to guide him and no microscope with which to see fine details. He studied chiefly the seashore animals of the Greek coast. In the words of Charles Singer, an English historian of science, Aristotle has left an "imperishable (不朽的) account of some of the things he has seen with his own eyes."

There was no study of seashore life comparable with that of Aristotle until almost the beginning of the nineteenth century. In the first part of that century, biologists of England and Norway made many striking contributions to man's knowledge of life in the sea. The leader in these discoveries was Edward Forbes, who classified ocean life according to the depths in which it was found. In Forbes' day, methods of dredging (挖掘) the great deeps had not yet been invented. Generalizing from studies he made in shallow depth, Forbes was convinced that there was no life on the bottom below 550 meters. This was an error, to be sure, but a very stimulating one, for scientists set to work to put Forbes' theory to the test. Within twenty years after his death, they had proved that such types of animals as sea stars, worms, and mollusks (软体动物) lived on the ocean bottom at depths of more than one and one-half kilometers. From later explorations by the Danish ship Galathea and the Russian ship Vitiaz, men came to know that such creatures occur on the bottom in the deepest parts of the ocean—the Philippine trench and the Kurile Kamchatka trench, more than ten kilometers beneath the surface of the sea.

The Challenger expedition was organized by men who were students of Forbes and were carrying out the work that he started. The results of the expedition, which added immeasurably to man's knowledge of the ocean and of the creatures that dwell there, were published in fifty huge volumes. They are still a model for contributors to the sciences of oceanography and marine biology.

30. The study of marine life began from

A) Greece. B) the 3rd century B.C. C) Aristotle. D) all of the above.

31. As a marine biologist, Aristotle's greatness lies in his

A) study of the Greek coast. B) long-lived account of his study.
C) being a famous philosopher.
D) very original study of the Greek coast by making notable observations with no books to guide him and no microscope with which to see fine details.

32. Edward Forbes is so important to be mentioned here for

A) he is Aristotle's follower.
B) the error he made in his discovery stimulated other scientists to find out the truth.
C) he made a great error.

D) he was the leader of the English and Norwegian biologists in the 19th century.

33. At last men found out that

A) there was no life on the bottom below 550 meters.

B) there were some animals living on the ocean bottom at depths of more than one and one-half kilometers.

C) sea stars and some other animals lived on the bottom in the deepest parts of the ocean.

D) worms could not live on the bottom of the ocean.

34. Which of the following is NOT TRUE?

A) Marine biology can be traced back to the beginning of human history.

B) Before the 19th century, Aristotle's study of sea-shore life was beyond compare.

C) "Challenger" was the name of an expeditionary ship.

D) Man's knowledge of the ocean owes a lot to Forbes' students who made the "Challenger" expedition.

Questions 35 to 40 are based on the following passage:

We have to realize how old, how very old, we are. Nations are classified as 'aged' when they have 7 per cent or more of their people aged 65 or above, and by about 1970 every one of the advanced countries had become like this. Of the really ancient societies, with over 13 per cent above 65, all are in Northwestern Europe. We know that we are getting even older, and that the nearer a society approximates to zero population growth, the older its population is likely to be—at least, for any future that concerns us now.

To these now familiar facts a number of further facts may be added, some of them only recently recognized. There is the apparent paradox that the effective cause of the high proportion of the old is births rather than deaths. There is the economic principle that the dependency ratio—the degree to which those who cannot earn depend for a living on those who can—is more advantageous in older societies like ours than in the younger societies of the developing world, because lots of dependent babies are more of a liability than numbers of the inactive aged. There is the appreciation of the salient historical truth that the aging of advanced societies has been a sudden, a precipitate change.

If 'revolution' is a rapid resettlement of the social structure, and if the age composition of the society counts as a very important aspect of that social structure, then there has been a social revolution in European and particularly Western European society within the lifetime of everyone over 50. Taken together, these things have implications which are only beginning to be acknow-

ledged. These facts and circumstances were well to the fore earlier this year at a world gathering about aging as a challenge to science and to policy, held at Vichy in France.

There is often resistance to the idea that it is because the birthrate fell earlier in Western and Northwestern Europe than elsewhere, rather than because of any change in the death rate, that we have grown so old. But this is what elementary demography makes clear. Long life is altering our society, of course, but in experiential terms. We have among us a very much greater experience of continued living than any society that has ever preceded us anywhere, and this will continue. But too much of that lengthened experience, even in the wealthy West, will be experience of poverty and neglect, unless we do something about it.

If you are now in your thirties, you ought to be aware that you can expect to live nearly one third of the rest of your life after that age of 60. The older you are now, of course, the greater this proportion will be, and greater still if you are a woman.

Expectation of life is a slippery figure, very easy to get wrong at the highest ages. At Vichy the demographers were telling each other that their estimates of how many old there would be and how long they will live in countries like England and Wales are due for revision upwards.

35. According to the article

- A) West Germany and France together have approximately the same percentage of elderly people as England and Wales.
- B) the greater the population growth, the older the population is likely to be.
- C) all the really ancient societies are in advanced countries.
- D) in aged societies 87% or less of the population are under the age of 65.

36. Comparing Britain and Third World countries, the dependency ratio is

- A) better in Britain because it has lots of babies.
- B) worse in the Third World because they have lots of old people.
- C) worse in Britain because it has lots of old people.
- D) worse in the Third World because they have lots of babies.

37. The author argues that

- A) in the world today everyone aged 50 and over has lived through a social revolution.
- B) the sudden aging of advanced societies should have been predicted.
- C) the various age groups present in a society are not necessarily a significant aspect of that society's structure.
- D) an unprecedentedly rapid increase in a society's age could be said to

amount to a revolution.

38. According to the article

- A) many people do not want to accept that if more babies were born in Western and North Western Europe, this would have an effect on the swift aging process in those areas.
- B) longevity will inevitably mean greater poverty, even in the West.
- C) elementary analysis of demographic statistics shows that long life is altering our society by lengthening our experience of living.
- D) the increase in the proportion of the old to the young in Europe is paradoxically unconnected with the decline in the number of people dying.

39. The author is suggesting that in Northern Europe

- A) the older you are now, the longer you can expect to live.
- B) men will have a life expectancy of 90.
- C) women will live more than a third of their lives after the age of 60.
- D) men have a life expectancy of 75.

40. According to the article

- A) the demographers at Vichy discovered that the miscalculation of life expectancy rates is proportionate to age.
- B) although some of the statistical implications of increasing long life in advanced countries are well known to demographers, the more revolutionary aspects of the problem have only recently been recognized.
- C) at the Vichy conference it was agreed that the number of old people living in countries like England and Wales ought to be revised upwards.
- D) an international conference was held to discuss the political implications of the fall of the birthrate in Western and Northern Europe.

Part III Vocabulary and Structure (20 minutes)

Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE that best completes the sentence. Then blacken the corresponding letter on the Answer Sheet with a single line through the centre.

41. The football match was _____ on account of the weather.

- A) called up
- B) called off
- C) called on
- D) called for

42. Starvation, _____ disease, wiped out a large part of the population in that region.

- A) in accordance with
- B) in company with
- C) in conjunction with
- D) in connection with

43. Although servants are in a ____ position, some masters treat them as equals.
A) subsequent B) subsidiary C) spherical D) subordinate
44. The use of standard components makes easier ____ when they are worn.
A) substitute B) replacement C) repair D) modification
45. He just missed ____.
A) being struck B) to be stricken
C) striking D) struck
46. After everyone was seated the Chairman ____ to announce his plan.
A) processed B) proceeded C) preceded D) projected
47. Robert's anger ____ and he told me to mind my own business.
A) came down B) flared up C) grew up D) laid out
48. I have a number of ____ to make about this hotel, so I wish to see the manager.
A) complains B) claims C) accusations D) reclamations
49. The sun and stars are ____ bodies being visible by their own light.
A) luminous B) lubricate C) luxurious D) lunar
50. ____ who she was, she said she was Mr. Johnson's secretary.
A) Asked B) Asking C) Having asked D) Being asked
51. The death ____ was abolished in 1968.
A) pain B) punishment C) penalty D) penetration
52. Pack the cake in a strong box, or it might get ____ in the post.
A) splashed B) flashed C) crushed D) crashed
53. He couldn't quite ____ what it was all about.
A) bring out B) let out C) search out D) make out
54. The X-ray is a ____ way of discovering unsuspected diseases.
A) practicable B) practical C) practiced D) possible
55. The conductor is not to ____ for the accident.
A) blame B) be blamed C) blaming D) being blamed
56. I don't know what has become ____ the scarf I was given for my birthday.
A) of B) for C) with D) to
57. A jet plane is an important means for transportation which flies faster than sound. ____, it is used for rapid air transportation.
A) Constantly B) Comparatively C) Considerably D) Consequently
58. I should like to ____ touch with old friends but I have so little time.
A) get into B) be in C) keep in D) be out of
59. The detective thought the guilty party to be ____ because I had the strongest motive.
A) me B) I C) myself D) mine
60. Parry doesn't want to attend the seminar ____.

- A) and Sheila doesn't too B) and Sheila doesn't either
C) and so doesn't Sheila D) and either does Sheila
61. Some scientists say it is essential that mankind ____ the amount of air pollution in big cities.
A) reduced B) be reduced C) will reduce D) reduce
62. ____ the cost, the hat doesn't suit me.
A) Except B) In addition C) Except that D) Apart from
63. He ____ better than to go swimming on such a cold day.
A) should have known B) has known
C) shouldn't know D) shall know
64. I won't pay \$ 20 for the coat; it's not worth ____ .
A) all that much B) that much all
C) that all much D) much all that
65. ____ is a fact, many smokers choose to ignore.
A) That smoking is harmful to health
B) To smoke is harmful to health
C) It is harmful to health to smoke
D) Smoking is harmful in health
66. Electrical resistance is a common property of all materials, ____ .
A) differs only in degree B) only in degree it differs
C) it only differs in degree D) differing only in degree
67. Across the river ____ .
A) has a newly-built bridge B) a newly-built bridge lies
C) lays a newly-built bridge D) lies a newly-built bridge
68. If you have been living in this city since 1970, it is time you ____ for somewhere quiet to live.
A) looked B) look C) will look D) would look
69. She is rich, and ____ is better still, very beautiful.
A) that B) what C) who D) which
70. I will give you the key to the house, so you'll have it ____ I arrive a little late.
A) on occasion B) by chance C) in case D) at times

Part IV Error Correction (15 minutes)

Directions: This part consists of a short passage. In this passage, there are altogether 10 mistakes, one in each numbered line. You may have to add a word, cross out a word, or change a word. Mark out the mistakes and put the corrections in the blanks provided. If you cross out a word, put a slash (/) in

the blank.

Example: Television is rapidly becoming the literature of our ~~periods~~.

1. time/times/age/period

Many of the arguments ~~having~~ used for the study of literature 2.
as a school subject are valid for study of television. 3. the

In today's world, marriage is subjected to the stresses as 71.
other cultural institutions. Technological change seems to be 72.
effecting everything. People want what is new, what is novel, 73.
what is exciting. Trade in the old; buy the latest model. Get 74.
a new television, get the newest computer. A popular song is 75.
a hit today, be forgotten tomorrow. Change has become a way 76.
of life. Without a backward stare, we change jobs, change careers, 77.
change where we live. Not surprising, we change our marriage 78.
partners, too. In the United States, the marriage rate is 10.6 79.
per 1,000 people. The divorce rate is 5.3 per 1,000 people, one 80.
divorce among every two marriages. Of course, this figure does 71.
not include happy couples. Where society offered stability, in- 72.
stability has become a way of life. And we are hooked. 73.

Therefore some people are fighting back. When their marri- 74.
age is in trouble, they try to find what's wrong. One way is 75.
to get professional help from a marriage counselor, a person 76.
over special training in psychology and family relations. 77.

Part V Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition based on the following information about the production of radios and TV sets in factory A. Your composition should be no less than 130 words. Remember to write it clearly on your Answer Sheet.

Production of Radios and TV sets in Factory A
(monthly output: sets)

year	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989
radio	1800	1700	1450	1400	1350	1300	1200	1000	600	600
TV sets	200	300	500	600	650	700	800	1000	1200	1200

The following is the suggested outline for your composition:

1. A description of radio production.
2. A description of TV set production.
3. Draw a conclusion based on the above facts. Make a suggestion, if possible.

Production of Radios and TV Sets in Factory A